



# Illinois State Board of Education

April 2013

Guidance Document 13-16

## Documenting Common Core State Standards on the Individualized Education Program

*This document is intended to provide non-regulatory guidance on the subject matter listed above.  
For specific questions, please contact the person(s) identified in the document.*

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Dr. Christopher Koch, State Superintendent



# Illinois State Board of Education

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**To:** Directors of Special Education  
District Superintendents  
Other Interested Parties

**From:** Elizabeth Hanselman  
Assistant Superintendent  
Specialized Instruction Nutrition and Wellness

**Date:** April 2013

**Subject:** Guidance on Documenting Common Core State Standards on the Individualized Education Program

On June 24, 2010, the Illinois State Board of Education (ISBE) adopted new, more rigorous learning standards for Math and English Language Arts, known as the Common Core State Standards (CCSS). The CCSS are in addition to the Illinois Learning Standards (ILS) in Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Learning. The state of Illinois' adoption and required implementation of the CCSS in the areas of English/Language Arts and Mathematics create the need for changes to the goals section of students' Individualized Education Programs (IEPs).

When connecting a student's IEP goals to the new CCSS for English/Language Arts and Mathematics, referencing the standard is sufficient to meet the federal requirement that the annual goals must enable the student to be involved and make progress in the general education curriculum (34 CFR 300.320(a)(2)(i)(A) and 23 IAC 226.230(a)(1)). The following are examples for referencing the CCSS in these content areas:

- Reading, Grade 4: Foundational Skills - Fluency, Standard 4, which states *read with sufficient accuracy and fluency to support comprehension*. This standard would be referenced as *CC.4.RF.4*. It is not required to reference the subsets that accompany the standard.
- Mathematics, Grade 3: Number and Operations - Fractions, Develop understanding of fractions as numbers, Standard 2, which states *understand a fraction as a number on the number line; represent fractions on a number line diagram*. This standard would be referenced as *CC.3.NF.2*, with no requirement for further notation for the subsets.

Considerations for aligning a student's IEP goals with the CCSS include the following:

1. Use the CCSS as a foundation, utilizing best practice at the district/building level to ensure that strategies to implement IEP goals are directly related to the CCSS. It is important to keep in mind that when a state standard is referenced in a student's IEP goal, **the standard itself is not the goal**.
2. Align the CCSS referenced in a student's IEP goals with the student's **grade level**, regardless of his/her performance/instructional level. The following are examples for aligning IEP goals to grade level standards:

- If a fourth grade student is reading at a first grade level, the CCSS of CC.4.R.I.1 would be referenced when writing a goal about conveying details and information from a text. This could be facilitated in the general education classroom for the student through the use of accommodations and modifications.
- If an eleventh grade student, who is performing at the first grade level, is working on the high school CCSS of Numbers and Quantity – The Real Number System (CC.9-12.N.RN.1), the goal for this student’s IEP, could include some possible objectives such as working with time, money, or any item that can be divided.

Such alignment to the grade level CCSS will ensure the student has access to the grade level general education curriculum, thereby facilitating appropriate instruction and learning of grade level content as measured through state and district wide assessments.

3. Illinois has committed to the Dynamic Learning Maps (DLM) as the alternate assessment for students who are eligible for the Illinois Alternate Assessment (IAA). The ISBE, in conjunction with DLM, is currently constructing the Illinois Common Core Essential Elements document as an additional resource for educators of students with significant cognitive disabilities to assist with developing their instructional programs. This document provides a crosswalk between the CCSS and the performance level of students with significant cognitive disabilities. The tool provides educators with Instructional Achievement level descriptors which are designed to allow students with significant cognitive disabilities to progress toward the achievement of state standards linked to grade level expectations.
4. The Illinois Early Learning and Development Standards for three (3) to five (5) year olds are currently under revision to align with the CCSS. A draft is available on the ISBE website at [http://www.isbe.net/earlychi/pdf/early\\_learning\\_standards.pdf](http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf). The standards will be finalized during the summer of 2013 and training will be made available.